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ABSTRACT

Briefly explained are the concept, goals, function, and programing of the resource room approach to providing supplementary instructional support for mildly handicapped children. Noted in an operational mechanics section are facilities needed and procedures for initial referral, student identification and evaluation, scheduling, and reporting student progress. Listed are 52 instructional materials and equipment which have been used successfully in resource rooms, teaching competencies (such as the ability to assess students' educational needs), and potential problems (such as helping regular classroom teachers to accept the resource program). Defined are criteria for state reimbursement of resource room teachers in South Carolina. Appendixes contain definitions of educable mentally handicapped, emotionally disturbed, and learning disabled pupils; information on screening and evaluation procedures; and forms for initial pupil referral and program evaluation. (LH)

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THE RESOURCE ROOM:
A PRACTICAL APPROACH TO PROVIDING INSTRUCTION FOR MILDLY HANDICAPPED CHILDREN

EC 072 645

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INTRODUCTION

The need for alternative approaches in programs for mildly handicapped students is long-standing. Only recently, however, has the efficacy of a resource room model been demonstrated.

The purpose of this booklet is to explain the concept, goals, function and actual programming of the resource room approach. Hopefully it will help districts in planning and implementing the resource room.

Resource programs can be an effective way of serving mildly handicapped children who are able to participate and function successfully for a portion of the school day in the regular educational program but who require the diverse instructional modes which may be available to them in a resource room.

The State Department of Education Office of Programs for the Handicapped is not advocating the abolition of all self-contained classes. On the contrary, the self-contained model is recommended to serve more severely handicapped students.

Resource rooms should not be viewed as a panacea for instructional programs for all handicapped children. This model portends a promising supplement to the regular educational program for the mildly handicapped.

In order for a school district to receive state aid for a resource room schema, each resource teacher must maintain a specified minimum caseload of children identified according to standards and procedures, (see page 12). The teacher must provide at least 180 minutes of instruction each day within the resource room in addition to serving identified handicapped children during the balance of the school day. The length of time that a child is assigned to the resource room is within the purview of the district. Additionally, the teacher's certification must be in that area of the handicapped in which a majority of pupils has been identified.

RATIONALE

While self-contained classrooms are effective program models for some handicapped children, they may serve as a negative influence for others. There is abundant research suggesting that self-contained classes for mildly handicapped children often negate some purposes for which they were established.

Unfortunately, all children in a self-contained class are often considered mentally retarded. This faulty perception sometimes leads to self as well as peer derogation. The resource room offers another approach to the false alternatives of self-contained classroom or non participation in a special program.

Literature in the field of special education is inundated with a new concept called "mainstreaming." Mainstreaming is a system whereby handicapped children are educated both in special classes and the "mainstream" of general education. The resource room is perceived as a means of providing sound educational programs through the utilization of all school resources.

PURPOSE

Hammill and Wiederholt have described the primary goal of the resource room "to provide the kind of instructional support to both the child and his classroom teacher that makes feasible the pupil's continued enrollment in the regular class and stimulates his educational and emotional growth."[1]

The primary objective of the resource room is to return as many children as possible to the regular classroom on a full-time basis. Consequently, the resource model is designed for children who are not severely handicapped. The children are enrolled in regular classrooms and remain there for most of the day. They participate in the resource room at scheduled intervals for specific training or remedial instruction. This approach combines the benefits of the regular class with the services of a specialist for appropriate educational support.

The resource teacher has a dual role. She not only provides specialized instruction for the children but also serves as a resource to the regular classroom teacher by suggesting or demonstrating methods, techniques and materials that may be effective with identified handicapped children during that portion of the day when they attend regular classes. The support of the specially trained resource teacher should enable the regular classroom teacher to modify the general curriculum to meet the needs of these particular students.

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[1]Hammill and Wiederholt, *Resource Room: Rationale and Implementation,* Philadelphia, Penn.: Buttonwood Farms, 1972.

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PLANNING

Superficially, the resource room model appears to lend itself to administrative simplicity. In reality, it is probably the most difficult of all program models to implement effectively. Therefore, careful attention must be accorded to preliminary planning and program organization.

Prerequisite to the planning phase of the model, all administrative, teaching and supportive personnel must have a thorough understanding of the underlying philosophies of the resource room model. The resource room cannot be expected to be successful without the active support of all members of the school. The success or failure of the resource room program is directly proportionate to the principal's active involvement in all phases of the program. It is his responsibility to maintain open lines of communication among the regular classroom teachers, resource room teachers, parents of the participants and the community in general.

Upon proper identification of pupils and recommendation by a placement committee, the person designated by the superintendent is responsible for determining the needs of the children participating in the resource program. He should involve the resource room teacher and each child's regular classroom teacher in specifying the individualized program for each child. It is essential that these three key persons meet periodically for this purpose. If it is questionable that any child can function efficiently in a regular classroom for the major portion of the day, this child should not be placed in the resource room operation.

Every precaution should be taken to eliminate role confusion. Each staff member should know his specific role in meeting the goals of the program objectives. One of the greatest potential dangers in the establishment of the resource room program is the failure of the regular classroom teacher to be vitally involved. While all components of the program are equally important, the role of the regular teacher is often overlooked.

During the planning process, attention must be accorded to the determination of objectives for individual program participants, formulation of specific and individual programs of remediation, scheduling of children, the development of a vehicle for inter-faculty consultations, periodic review of the pupil's progress and the overall evaluation and dissemination of results. Program planners of the district should have a thorough understanding of what the resource room can and cannot do. Should there be disagreement among all affected, it is doubtful that the resource room concept should be pursued.

The staff must also develop suitable methods of evaluating the program. Evaluation of the model should be an on-going process. Evaluation instruments, methods of reporting results and means of disseminating results should be determined during the planning stages.

OPERATIONAL MECHANICS

Referral

Initial referral of children with suspected handicapping conditions will, in most cases come from the regular classroom teachers. A specific referral procedure should be established so that regular classroom teachers, as well as social workers, speech clinicians, guidance counselors, parents, etc., will be able to refer children for more definitive evaluation and identification. The district should develop a specific form to serve as the initial referral. A sample form is on page 23 of this booklet. When this form has been completed, it should then be sent to the principal who will, in turn, send it though the proper channels to achieve further screening, evaluation and possible assignment to the resource room.

Evaluation and Identification

Prior to the assignment of pupils to the resource room, they must have been evaluated and identified in accordance with the minimal standards and procedures described in Appendices A, B, and C of the "Standards and Procedures for Implementing the Provisions of Act No. 977 of 1972 to Establish a Mandatory Program of Education of Handicapped Children in the Public Schools." A portion of these appendices may be found on pages 13,14 and 15.

Scheduling

The primary consideration in scheduling children to the resource room must be with reference to the individual needs of the children. When possible the child should be scheduled to the resource room during those periods of the day when he experiences his greatest difficulties.

For example, if the child is having problems in reading, hopefully he will be receiving reading assistance while the rest of his class is having their reading period. Scheduling should allow the pupil to spend the majority of his day in the regular classroom with attendance in the resource room for such subject areas as math and reading. A child should not be scheduled in the resource room for more than two or three periods each day. Should a child need more than three periods each day in the resource room, serious consideration is warranted for placement in a self-contained class.

Contingent upon the needs of the child, sessions should be approximately 40-50 minutes. Pupils may be scheduled to the resource room not less than once a week, depending upon their individual needs. Participants should be taught either individually or in small groups. A typical resource room teacher's schedule is suggested below:

8:30 - 9:00	Planning, Conference Time
9:00 - 10:15	Instructional Session (Group I)
10:15 - 11:30	Instructional Session (Group II)
11:30 - 12:00	Lunch
12:00 - 1:15	Instructional Session (Group III)
1:15 - 2:30	Instructional Session (Group IV)
2:30 - 3:15	Conference time with pupils, parents, regular classroom teachers, etc.

It is not desirable for the resource room teacher to have pupils scheduled to her room during the first few days of school. This time may be better utilized by conducting conferences with the regular classroom teachers concerning scheduling and planning. It is extremely difficult for the resource teacher to perform her role unless there are times during the day when she can confer with the regular classroom teacher.

Although a regular scheduling system should be established for each child attending the resource room, there must be some flexibility. On occasions it will not be practical for a child to attend the resource room at his designated time. In such circumstances it will be the resource room teacher's responsibility to determine an alternative schedule.

Progress Reporting

Progress reporting is an important aspect of the resource teacher's responsibilities. She must report the progress of individual pupils continually to regular teachers. Although much reporting is done on an informal basis, a procedure for formal consultations should be devised.

In keeping with the concept of the team approach, reporting must be of a diverse nature. For example, the principal must be continually apprised as he serves the role of the team leader. The psychologist, speech therapist, school nurse, social worker, and other supportive personnel must also be kept informed in order to coordinate their services.

The importance of parental conferences cannot be overemphasized. The school is, indeed, forming a partnership with parents for the ultimate benefit of the student. Home visits and parental conferences are necessary for positive reasons, rather than consultations only when the child is experiencing difficulties.

Formal reporting usually connotes report cards. A practical solution to the dilemma of who determines a child's grade is for the resource room teacher to determine the grade for the subject taught the child in the resource room. Usually this is transmitted from the resource room teacher to the regular teacher who enters the grade on the reporting form.

Facilities, Materials and Equipment

The resource room should be of sufficient size to accommodate comfortably at least six pupils, the teacher and any necessary furniture, material and equipment. The room should not be easily identified externally as different from any other room in the school. To focus undue attention on the resource room would tend to negate one of the purposes for which it was established.

Ideally, the room should be the size of a regular classroom and located in the school's main building. The room should be equipped with a teacher desk, a few student desks, several large tables and chairs. There should be adequate storage space for materials and equipment, as well as a filing cabinet for student records. At least a portion of the room should be carpeted since many remediation techniques require a carpeted area. The following list represents a compendium of materials and equipment which have been successful in previously established resource rooms.

WIEDERHOLT'S MATERIALS LIST

Resource Room Instructional Materials Listed by Publisher

Language Arts

Barnell Lofts, Ltd.
- Specific Skills Series

Bell & Howell, Audio-Visual Products Division
- Language Master Pre-Recorded Card Set: Alphabet Mastery Program
- Language Master Pre-Recorded Card Set: Linguistic Word Pattern Set I and II

Bowmar Publishing Co.
- Bowmar Reading Incentive Program

Electronic Futures, Inc.
- Patterns in Phonics, I and II

Field Educational Publications
- Checkered Flag Reading Program, Series A and B
- Checkered Flag Audio-Visual Kits, Series A and B

Garrard Publishing Co.
- Dolch Teaching Aids
- Group Size Vowel Cards
- Group Size Consonant Cards
- Basic Sight Work Cards
- Sight Phrase Cards

Kenworthy Educational Service, Inc.
- Phonic Word Blend Flip Charts
- Word Prefix Cards
- Word Suffix Cards

Lyons and Carnahan
- Phonics Games, Grades 1-3
- Phonics We Use (Book A-6)
- Write and See

Milton Bradley Co.
- Flannel Board Capital Manuscript Letters
- Flannel Board Lower Case Manuscript Letters

Motivational Learning Programs, Inc.
- Categorical Sound Systems Reading Program

Penns Valley Publishers
- Multi-Level Speller and First Dictionary (Primary)
- Multi-Level Speller, Grades 3-12

Mathematics

Allied Education Council
Noonan-Spradley: Diagnostic Program of Computational Skills

Continental Press
Arithmetic Step by Step, Kits A and B

Cuisenaire Company of America, Inc.
Cuisenaire Cubes, Squares, and Rods
Cuisenaire Rods, Student Activity Cards

Holt, Rinehart & Winston, Inc.
Clock Face Rubber Stamp
Fraction Chart
Giant Rule

Fearon Publishers
Measure Up
Money Makes Sense
Time and Telling Time
Using Dollars and Sense

Invicta Division, General Learning Corp.
Bead Frame Abacus
Mathematical Balance

Milton Bradley Co.
Cubical Counting Blocks
Flannel Board Numbers
Individual Number Lines

Science Research Associates, Inc.
Arithmetic Fact Kit

Webster Division, McGraw Hill Book Co.
Programmed Math by Sullivan Associates

Resource Room Equipment Listed by Manufacturer

BASF Corp.
BASF Supreme C-30 Cassettes

Beckley-Cardy Co.
Utility Folding Screen

Bell & Howell, Audio-Visual Products Division
Language Master

Crown Radio Corp.
Crown 8750 Cassette Player-Recorder

Electronic Futures, Inc.
- EFI Model 101 Audio Flashcard Reader

Hatachi Corp.
- Hatachi 200 Cassette Player

NuComb Audio Products
- NuComb Record Player RT20B

Play Art Education Equipment Co.
- Peg-Flannel Board

Singer-Graflex
- Auto-Vance FS/Sound Projector
- Study Mate RD50

Veritas Corp.
- Veritas Headphones

Paper and Miscellaneous Supplies
- Carbon Paper
- Chalk (An-Di-Septic dustless White)
- Chalk (assorted colors)
- Compasses
- Ditto masters (medium run, purple coat)
- Erasers
- Glue (Firms-Grip All-Purpose)
- Manilla third cut folders
- Markers (four assorted colors)
- Masking tape (½" x 60 yards)
- Paper clips and fasteners
- Paper ditto
- Paper, experience
- Paper, quadrille ruled
- Paper, ruled marginal line composition
- Paper, white drawing
- Paper, white ink practice
- Pencils
- Pencils (colored, 8 assorted colors)
- Plastic overlays
- Rubber bands
- Scissors
- Scotch tape
- Staplers
- Staples (5,000/box)
- Thumb tacks
- Timer
- Yardstick

Regardless of the plethora of commercially made materials and equipment for a resource room, the program will not be a success unless the teacher is creative, flexible and sufficiently trained to use all materials effectively. More importantly, she should be able to develop original materials tailored for individual needs of her students.

COMPETENCIES OF RESOURCE ROOM TEACHERS

The selection of the person to serve as a resource room teacher is critical. Among other competencies, she must be:

creative and have a unique ability to develop excit.ng new methods for motivating pupils

capable of individualizing instruction for the many different types of children referred to the resource room

able to assess their specific educational needs and behavioral problems

familiar with a variety of materials at different grade levels

adept in the use of materials as well as creative in developing innovative materials and activities of her own

able to establish and maintain a good working relationship with pupils

able to work cooperatively and effectively with colleagues

convinced that the resource room program is a viable instructional model for mildly handicapped children.

Problems the Resource Room Teacher May Encounter

The resource room presents many challenges to teachers. Perhaps one of the greatest problems will lie in helping to prepare the school staff for the program. Regular classroom teachers may be reluctant to have these children return to their classrooms. They may resent the resource room teacher because of faulty perceptions of her responsibilities.

It is important that the resource room teacher resolve such problems tactfully. She must assume an active role in proving that she is there to help all teachers. The resource teacher must not be a threat to the regular faculty, but rather one to whom they may come for help. She should never refer to any of the children as "her children." The children with whom she works are the responsibility of both the resource room teacher and the regular classroom teacher, but they must always feel that they belong to the regular classroom.

If the resource teacher is informed, effective, competent and extroverted in her approach to helping children, the regular school faculty will seek her help.

A continual in-service program should be provided for regular classroom teachers and other school personnel. Classroom teachers must realize that they are an integral part of the program. Every effort must be made to provide them with information relative to the progress of their children. Regular classroom teachers must have an open invitation to visit the resource room to gain more insight into the program.

REIMBURSEMENT OF STATE AID FOR RESOURCE ROOM TEACHERS OF HANDICAPPED STUDENTS

State aid for teachers of handicapped children who are teaching in resource rooms is allowed on the basis of the following criteria:

1. Teachers must be teaching handicapped students who have been identified and evaluated in accordance with the minimal standards and procedures described in Appendices A, B, and C of the "Standards and Procedures for Implementing the Provisions of Act No. 977 of 1972 to Establish a Mandatory Program of Education of Handicapped Children in the Public Schools."

2. Teachers must teach a minimum of 180 minutes daily. This requirement coincides with the regulation for all public school teachers who receive state aid.

3. A teacher of the handicapped must be assigned full time to serving *identified* handicapped students.

4. The teacher must serve a continuous minimum caseload based on the category of handicapped served as follows:

Educable Mentally Handicapped	26
Emotionally Handicapped	26
Learning Disabilities	26
Orthopedically Handicapped	16
Hearing Handicapped	12
Visually Handicapped	12

If a teacher serves more than one area of handicap, the caseload must equal the minimum requirement for the handicap that represents the majority of the pupils enrolled in the program.

The state aid report for resource room teachers of handicapped children must be submitted to the Office of Programs for the Handicapped, State Department of Education, Rutledge Building Columbia, South Carolina, 29201 at the end of the school year. This report is entitled "State Aid Report For Teachers of Handicapped Children Enrolled For Other Instruction In A Regular Class" - SDE 29-035-00. This report must be signed by the person preparing the information and the district superintendent. Forms will be mailed in early May from the Office of Programs for the Handicapped, State Department of Education, to county, district and area superintendents.

APPENDIX A
DEFINITIONS CONCERNING HANDICAPPED CHILDREN

1. Educable mentally handicapped pupils means pupils of legal school age whose intellectual limitations require special classes or specialized education instruction to make them economically useful and socially adjusted.

2. Emotionally handicapped pupils means pupils of legal school age with demonstrably adequate intellectual potential, who because of emotional, motivational, or social disturbance require special classes or specialized education instruction suited to their needs.

3. Learning disabilities pupils means pupils with special learning disabilities who exhibit a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language. These many be manifested in disorders of listening, thinking, talking, reading, writing, spelling, or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc. They do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, emotional disturbances or to environmental disadvantage.

APPENDIX B
SCREENING PROCEDURES FOR HANDICAPPED PUPILS

Mentally Handicapped (Educable)

Each school district should design and implement a continuous screening process for school aged pupils to identify all mentally handicapped pupils in need of special education services. Pupils should be screened and identified on the basis of: (1) teacher, parent and/or physician referrals, (2) psychological services, (3) referral from community agencies, (4) readiness tests, (5) group achievement and/or intelligence tests.

Emotionally Handicapped

Each school district should design and implement a continuous screening process for school aged pupils to identify all children who may need help with emotional, social or motivational problems. By employing an ongoing, systematized screening program in K or 1-12 the district will be able to plan a more effective program. Pupils should be screened on the basis of: (1) referrals from teachers--(It is strongly recommended that the classroom teacher complete a behavioral rating scale and/or administer a peer, self-rating survey to those students she feels have some emotional problems before making her referrals), (2) referrals from parents, psychological services, guidance counselors or other personnel, (3) recommendations from physicians or mental health centers, (4) educational test data such as readiness test results, group achievement and/or group intelligence tests.

Learning Disabilities

Each school district should design and implement a continuous screening process for all school aged pupils to identify all children with learning disabilities. By employing an ongoing, systematized screening program in K or 1-12, the district will be able to plan a more effective program. Pupils should be screened on the basis of: (1) referrals from teachers, parents, psychological services, guidance counselors, or other personnel, (2) recommendations from physicians or mental health centers, (3) educational test data such as readiness test results, group achievement and/or group intelligence tests.

APPENDIX C
EVALUATION PROCEDURES FOR HANDICAPPED CHILDREN

Mentally Handicapped (Educable)

Candidates must be evaluated by a psychological examiner certified by the State Department of Education. The examiner must administer at least one individual intelligence test and at least two other tests of psychological function of the observed difficulty. The examiner's report should include behavioral observations, results of testing, educational implications, summary, and recommendations.

Also, at least one individual readiness or achievement test should be administered to appraise the current level of academic accomplishment for educable pupils.

It is recommended that a school social worker or other appropriate person secure an extensive history of the child and his family, including a parental evaluation of the child's present difficulty.

Emotionally Handicapped

Candidates must be evaluated by a psychological examiner certified by the State Department of Education who certifies that the child possesses demonstrably adequate intellectual potential and manifests a primary handicapping condition of emotional disturbance. The examiner must administer at least one individual intelligence test and at least two other tests of psychological function of the observed difficulty. The report should include a description of the disturbance and the degree to which the child recognizes his problem, an estimate of the child's potential for growth and ability to profit from special placement, and recommendations for educational planning.

Also, at least one individual achievement test should be administered to determine a specific remediation program whenever the candidate is below expected achievement or grade level. It is recommended that a school social worker or other appropriate person secure an extensive history of the child and his family, including a parental evaluation of the child's present difficulties.

An extensive psychiatric evaluation and medical examinination by licensed physicians are also recommended.

Learning Disabilities

Candidates must fall within the average or above average range of intelligence or must be judged to possess such potential, based upon findings of a psychological examiner certified by the State Department of Education. The examiner must administer at least one individual intelligence test and at least two other tests of psychological function of the observed difficulty, such as a test for auditory perception, visual perception, or communicative disorders. The examiner should include in his report a description of any noted behavioral problem, the degree to which the child recognizes his problem, an estimate of the child's potential for growth and ability to profit from special placement, and recommendations for educational planning. Also, at least one individual achievement test should be administered to appraise those academic areas in which the candidate is experiencing difficulty.

APPENDIX D
SELF-STUDY PROGRAM EVALUATION

The following questionnaire[2] should be helpful in evaluating the resource program. School personnel should utilize the evaluation data in improving programs. (A *No* response would indicate problem areas that need further attention.)

GENERAL INFORMATION

	Yes	Somewhat	No
1. Does the faculty understand the philosophical reason for the resource room program?	____	____	____
2. Does the faculty understand the educational reasons for the resource program?	____	____	____
3. Does the faculty understand the function of the resource room program?	____	____	____

PLANNING

Teachers

1. Does the resource teacher have a thorough knowledge of methods and materials of all grade levels? (If not, what arrangements have been made for her to receive additional training?)	____	____	____
2. Is the resource teacher able to establish and maintain good relationships with pupils, teachers and other school personnel?	____	____	____
3. Is the resource teacher creative, innovative, and flexible in structuring curriculum for individual pupils?	____	____	____
4. Were the regular classroom and resource teachers involved in planning the program?	____	____	____
5. Did the resource room teachers adequately address themselves to the needs identified?	____	____	____
6. Is the size of the present resource room staff sufficient to accomplish the goals and objectives of the program?	____	____	____
7. Were regular teacners requested to evaluate the resource room teacher?	____	____	____

[2]The major portion of this questionnaire was taken from *Resource-Regular Class Program,* Division for Exceptional Children, North Carolina State Department of Public Instruction.

Delineation of Roles

	Yes	Somewhat	No
1. Were resource room teachers able to function successfully in their defined roles?	____	____	____
2. Was the resource teacher able to serve successfully in a supportive role to the regular classroom teachers?	____	____	____

Curriculum

1. Are pupils integrated into the regular classroom?	____	____	____
2. Have the regular classroom teachers expanded or modified the curriculum of the regular classroom so that it is also appropriate for these handicapped pupils?	____	____	____

IMPLEMENTATION

Referrals, Selection and Placement

1. If the teacher is to receive state aid, do the pupils served meet the criteria for one or more areas of exceptionality as defined on page 11 of the "Standards and Procedures for Implementing the Provisions of Act No. 977 of 1972 to Establish a Mandatory Program of Education of Handicapped Children in the Public Schools"?	____	____	____
2. Is the referral system delineated enough to avoid over-referral of pupils who are discipline problems and not necessarily handicapped children?	____	____	____
3. Are all students identified and evaluated before being scheduled to the resource room in accordance with the minimal standards and procedures described in Appendices A, B, and C of the "Standards and Procedures for Implementing the Provisions of Act. 977 of 1972 to Establish a Mandatory Program of Education of Handicapped Children in the Public Schools"?	____	____	____
4. Do the resource teachers instruct a minimum of 180 minutes daily?	____	____	____
5. Is the resource room teacher assigned full time to serving identified handicapped students?	____	____	____
6. Does the teacher serve a continuous minimum caseload based on the category of handicapped served as follows:			

Educable Mentally Handicapped	26
Emotionally Handicapped	26
Learning Disabilities	26
Orthopedically Handicapped	16
Hearing Handicapped	12
Visually Handicapped	12

	Yes	Somewhat	No
7. Does the placement committee meet and discuss with everyone concerned (parents included) the advisability of placing a child in a resource room program?	____	____	____
8. After placement, is there any follow-up to ascertain if the placement is the most desirable one available?	____	____	____

Scheduling

1. Does scheduling permit the pupil in the resource room program maximum opportunities to participate with his peers in as many non-academic areas as possible?	____	____	____
2. Is there enough flexibility of scheduling so that scheduling is in the best interest of individual pupils?	____	____	____
3. Is scheduling frequently reassessed to determine if changes need to be made either for individual pupils or for groups?	____	____	____
4. Are there regularly scheduled meetings between resource and regular class teachers?	____	____	____

EVALUATION

1. Do the evaluation procedures adopted relate specifically to identified goals and objectives of the resource program?	____	____	____
2. Is there periodic evaluation of individual pupils to determine if other modifications of the program are necessary?	____	____	____
3. Did the school personnel involved have an input into the evaluation processes?	____	____	____
4. Does pupil progress warrant continued placement into the resource room program?	____	____	____

APPENDIX E
INITIAL TEACHER REFERRAL FOR POSSIBLE RESOURCE ROOM ASSIGNMENT

Name of School _____

Name of Child _____

Age _____ Birth Date _____ Sex _____

Specific reason for the referral:

Intelligence Quotient and name of Intelligence Instrument (if available):

Child's level of performance of basic academic skills as measured by achievement tests.

Name of Test	Grade Equivalent

Description of child's classroom behavior:

Any pertinent medical or physical observations including vision and hearing:

Child's ability to profit from group instruction:

Evidence that child can function effectively for most of the day in a regular classroom:

Additional Comments:

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Referred by: _____ **Date** _____

Principal's Signature _____ **Date** _____

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